

Level 3 Advanced Technical Diploma in Floristry (540) (0175-30)

May 2019 version 1.2

Guide to the examination

Version and date	Change detail	Section
1.2 May 2019	Level 3 third retake opportunity guidance added	1. Details of the exam

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Diploma in Floristry (540)**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

This qualification has one pathway.

- Level 3 Floristry – Theory exam (2 hours).

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed. You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* -please see the links at the end of this document).

When does the exam take place?

This qualification involves a one year programme of study. Candidates must take the exam at the end of the year of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable* (<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>).

At the start of the programme of study for each of the two years, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper or online.

Can candidates resit the exam?

Candidates who have failed an exam or wish to retake it in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

How the exam is structured

Each exam has a total of 60 marks available and is made up of:

- approximately 11-14 short answer questions;
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification.	30%
AO2 2 Demonstrates understanding of concepts, theories and processes from the breadth of the qualification.	50%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Level 3 Floristry – Theory exam

The exam assesses:

- Unit 303: Principles of the Creative Design Process
- Unit 304: Plant and Flower Care
- Unit 309: Business management and marketing

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome. The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks
303 Principles of the Creative Design Process	LO1 Understand floral design	1.1 Introduction to the design schema 1.2 design categories	13
304 Plant and Flower Care	LO1 Know plant identifications, groups and classifications	1.1 Plant identification 1.2 Botanical groups 1.3 Plant classifications	22

	LO2 Know environmental requirements of plants	2.1 Key plant care requirements	
	LO3 Understand the British Floristry Association's code of practice for harmful plants.	3.1 Code of practice	
309 Business management and marketing	LO1 Understanding the business environment	1.1 Business types 1.2 Markets & competitors 1.3 External influences	13
	LO2 Understand floristry business sales and marketing	2.1 Understand customer needs 2.2 Know types of sales	
	LO3 Understand recruitment and line management of staff	3.1 Employee roles 3.2 Advertise floristry jobs 3.3 Line manage staff 3.4 Employment law	
	LO4 Know business finance	4.1 Taxation 4.2 Complete financial forecasts	
Total marks for sections:			48 marks
Integration across units*:			12 marks
Total marks for exam:			60 Marks

* *Integration across units.* These marks relate to Assessment Objective 4). These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or <i>describe</i> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc (..the effect of...on...) the impact, change that has resulted from a cause, event, etc (..the process..) give the steps, stages, etc
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc)
Explain	Make (a situation, idea, process, etc) clear or easier to understand by giving details, (..how..) Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.

Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc
Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
Identify	Recognise a feature, usually from a document, image, etc and state what it is
Justify	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
List	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
Select	choose the best, most suitable, etc, by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:

Short answer questions (restricted response)

These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.

Example question:

Describe **two** characteristics of **each** of the following design categories

- a) decorative
- b) form linear
- c) vegetative design.

(6 marks)

Answer:

1 x mark each for any two of characteristics provided against each design category

Decorative – maximum two marks

- mass is more than the individual flower
- an abundance of material is a key component
- skilful blending, grading and distribution of forms and colour are essential components
- plant manipulation and the use of accessories are included
- can be symmetrical or asymmetrical
- traditional UK compositions.

Form linear – maximum two marks

- origins in Ikebana
- space/line are essential components
- contrasts of form and line together
- characteristics and silhouette of the individual materials
- use positive and negative space
- asymmetrical balance
- 3-5-8 proportions evident
- no plant manipulation.

Vegetative – maximum two marks

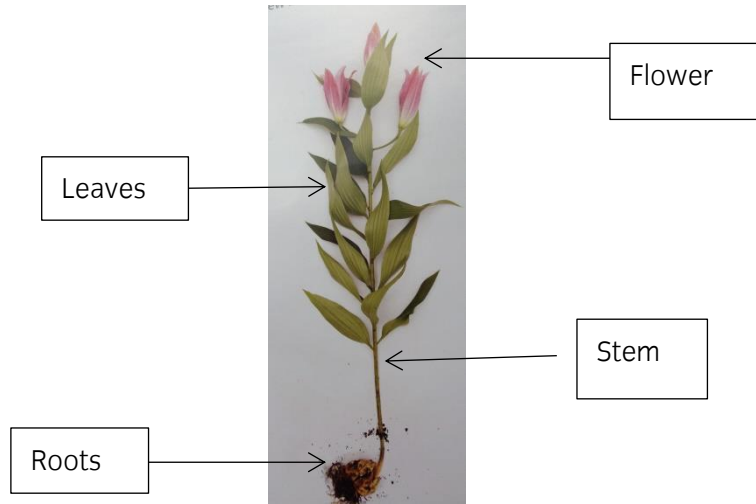
- interpret nature
- materials are arranged according to how they grow in their natural habitat
- inspiration from different types of landscape
- an individual season
- one or more growth points
- heights should mirror natural growing condition
- asymmetrical balance.

Structured Response Questions

These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

Question:

Using the diagram below, identify and describe the botanical process that occurs in **each** labelled part.



Source: Lynda Owen, 2014. The Professional Florists' Manual. 1st Edition. British Florist Association

Answer:

1 x mark for identification, 1 x mark for description; maximum two marks for **each** label

	botanical process	description
Flower	<i>Sexual reproduction/pollination</i>	<i>transfer of pollen from the stamens to the stigma</i>
Leaves	<i>Photosynthesis Transpiration</i>	<i>Photosynthesis – carbon Dioxide from the air and water taken up from</i>

	<i>Either process acceptable (max 1 mark)</i>	<p><i>the roots produces sugar and oxygen with the aid of sunlight.</i></p> <p><i>Transpiration – water vapour is released from within the plant by evaporation through the pores in the leaves called stomata.</i></p> <p><i>Description must correspond to process (max 1 mark)</i></p>
Stem	<i>Osmosis</i>	<i>Water is drawn up stem by water molecules moving from areas of high water concentration to areas of low water concentration through a selectively permeable membrane.</i>
Roots	<i>Diffusion</i>	<i>Nutrients are absorbed from soil by molecules of a substance moving from an area of higher concentration to an area of lower concentration</i>

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Question:

You are working as part of a team preparing for a peak period. Discuss the importance of implementing procedures for preparation in order to minimise customer complaints and maximise profits.

(12 marks)

Answer:

Indicative content:

- designs could include dish garden, planted bowl/basket, pot-et-fleur, plunge-planted design, single plant
- container
- full botanical names of plant materials
- compost
- drainage materials
- dressing materials
- care card
- room temperature, humidity, light
- requirements for water, feeding, grooming.

Band 1: 1 – 3 marks

Limited range of materials and sundries described with some justification for choice, showing limited relevance to the customer brief.

Example band 1 response

Peak periods are very busy times in a shop such as Christmas, Valentine's Day and Mother's Day. It is important to be prepared so that planted designs can be made ahead of fresh flowers. It also means that staff are not making planted designs at the same time as being busy selling floral designs. You will need to plan and order a range of different containers, compost, drainage and dressing materials. Different plants will be needed for the range of designs. Some single specimen plants could be large so you could not store too many in a shop and most houseplants could not be stored outside. Planted bowl or basket could have a Cyclamen in it. The pot-et-fleur should include flowers such as Liliun asiatic or Freesia. You would need to plan to have a medium to put the flowers in, like test tubes with water or soaked oasis buried in the compost.

All planted designs will need to be kept in the correct environmental conditions and watered before delivery. Checks need to be made before the designs go out. A care card must be attached so the customer knows what to do.

Band 2: 4 – 6 marks

Good range of materials and sundries described with clear justification for choice, showing reasonable relevance to the customer brief. Botanical nomenclature used more fully with correct spellings and grammar in general. Sundries addressed in more depth eg, now inclusion of dressing materials/ care cards.

Example band 2 response

Peak periods are very busy times in a shop such as Christmas, Valentine's Day and Mother's Day. It is important to be prepared so that planted designs can be made ahead of the peak period. Things to consider are:

- Sourcing a wide variety of plants to create impact with colour and texture.
- Sundry items can be planned for and ordered ahead of fresh flower materials.
- Planted designs can be made at least one week ahead.
- It would be really messy filling containers with compost whilst trying to make up numerous floral designs.

Different plants will be needed for the range of designs. Suitable specimen plants could include Yucca and Ficus 'Benjamina'. These may be large so you would need to consider your storage options.

Planted bowls or baskets could include Cyclamen with Kalanchoe blossfeldiana . The pot-et-fleur will include a range of foliage houseplants and fresh flowers, such as Lilium asiatic or Freesia. These will be inserted into either a piece of oasis immersed in the compost or test tubes filled with water.

All planted designs will need to be kept in the correct environmental conditions i.e. temperature, humidity and light levels. One of the most popular houseplants for Christmas is the Poinsettia. Specific care instructions need to be followed as they easily wilt due to cold and drafts.

Plunge planting can be undertaken in larger designs and would include plants such as Rhododendron simsii and Fuchsia.

In order to maximise profits on the sale of houseplants a range of well-planned accessories can be included such as picks and seasonal novelties.

In order to minimise customer complaints the following checks need to be made before the designs go out. These would include:

- Removal of damaged or broken leaves or flower heads.
- Removal of diseased material or evident pests.
- Sufficiently watered.
- Any gift wrapping is of a suitable size, securely attached and neatly presented.
- An appropriate care card is attached so the customer knows how to look after them.

Band 3: 7 – 9 marks

Wide range of materials and sundries detailed with clear and well argued justification for choice, showing thorough relevance to the customer brief. Botanical nomenclature used in full with correct spellings and grammar. Planning process for peak periods looked at in depth to include consideration of all sundries. Suitable designs considered for a range of peak periods. Staffing levels taken into account.

Example band 3 response

Planning and preparation for peak periods is essential as volume of sales will increase substantially. The main peak periods are Valentine's Day, Mother's Day and Christmas. Planning should commence immediately after a peak period has finished with the shop holding a meeting for staff to analyse how the peak period went. What products sold well, what products/lines didn't. Was there a more popular amount of money people liked to spend, i.e. £25.00 rather than £40.00. This information will inform the designs chosen for the next year and aid the planning of the buying process.

A timeline for planning should be drawn up with tasks delegated to particular staff members according to skill levels.

Firstly, the designs to be sold must be decided, by the senior florist or manager.

Two months in advance, a senior florist could compare the prices of plants from wholesale suppliers in order to get the best deal.

The senior florist must also ensure that sufficient staff are available to make up the designs. Junior florists would be able to complete the make up of the designs. Training could be factored in if they have not made up planted designs before as it is essential that designs are correctly planted and created with neat workmanship in order to maximise profits and achieve customer satisfaction.

If staffing is insufficient, the florist could investigate whether it is worth buying in ready-made designs.

Each kind of planted design needs to be thought through in terms of:

- Sourcing a wide variety of plants to create impact in terms of the elements of colour, texture and form.
- Application of principles of design, specifically actual and visual balance and proportion.
- Planning ahead and ordering sundry and accessory items, appropriate compost and fresh seasonal flower materials.
- Making planted designs ahead of the peak period.
- Alleviating the need for dirty work during the peak period.
- The size of the container is also important as it needs to be sufficiently large to allow for plant growth and for the plants not to crowd one another.
- Plan marketing to increase sales.

Plants to make up a mixed design, such as a dish garden or planted bowl/basket, need to be carefully chosen as all the plants within one design must require the same environmental factors. If a plant is included that has different environmental requirements to the rest, it will die and lead to customer dissatisfaction and reduction in profits.

In order to maximise profits, the shop needs to look for:

- Appropriate but stylish containers that are not too expensive.
- Purchasing plants that are seasonal or available all year round to reduce purchase costs.
- A multi-purpose planting compost suitable for a range of designs rather than buying a number of planting mediums.
- A finish that is cost effective.
- Appropriate and cost effective accessories.
- Attractive gift wrapping.
- Add on sales such as balloons, chocolates and teddies.

Different plants will be needed for the range of designs. Suitable specimen plants could include Yucca elephantipes and Ficus benjamina which may be large and require specific storage solutions. Phalaenopsis require clear containers when replanting to maximise root exposure to the light as if in their natural habitat.

Planted bowls or baskets could include Cyclamen with Kalanchoe blossfeldiana. The pot-et-fleur will include a range of foliage houseplants and fresh flowers, such as Lilium asiatic or Freesia. These will be inserted into either a piece of oasis immersed in the compost or test tubes filled with water.

All planted designs will need to be kept in the correct environmental conditions i.e. temperature, humidity and light levels. A tailored watering system will need to be applied. One of the most popular houseplants for Christmas is the Poinsettia. Specific care instructions need to be followed as they easily wilt due to cold and drafts.

Plunge planting can be undertaken in larger designs and would include plants such as Rhododendron simsii and Fuchsia.

In order to minimise customer complaints the following checks need to be made prior to delivery or collection:

- Removal of damaged or broken leaves or flower heads.
- Removal of diseased material or evident pests.
- Sufficiently watered.
- Any gift wrapping is of a suitable size, securely attached and neatly presented.
- An appropriate care card is attached so the customer knows how to look after them.

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists, etc. rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: <http://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/floristry/0175-technical-in-floristry#tab=information>

which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations